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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.2.9. Develop, describe and use strategies for solving, simplifying and estimating multiplication and division problems involving large numbers, decimals and powers of 10, e.g., 4.25 *×* 100 = 425 and 365,000 ÷ 6,000 = 365 ÷ 6 ; 365 ÷ 6 ≈ 360 ÷ 6 ≈ 60.  **CC.6.RP.2** Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0 (b not equal to zero), and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.” (Expectations for unit rates in this grade are limited to non-complex fractions.)  **CC.6.NS.2** Fluently divide multi-digit numbers using the standard algorithm.  2.2.16. Understand and defend in writing the magnitude of the result of multiplication or division problems involving decimals.\*(Use State Model Lesson)  2.2.12. Add, subtract, multiply and divide by decimals in context. **(SOCIAL STUDIES CONNECTION)**  **CC.6.NS.2** Fluently divide multi-digit numbers using the standard algorithm.  2.2.11. Solve practical problems involving rates, ratios, percentages and proportionality.  **CC.6.RP.3b** Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?  2.2.19. Write and solve multistep problems in context involving addition, subtraction, multiplication and division with whole numbers, fractions, decimals, money and simple percentages.  **CC.6.NS.2** Fluently divide multi-digit numbers using the standard algorithm.  **CC.6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.). How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  2.1.3. Represent and compare whole numbers (to a billion) and decimals (to thousandths) in expanded notation, e.g., 75.654 = (7 × 10) + (5 × 1) + (6 × 0.1) + (5 × 0.01) + (4 × 0.001). **(SOCIAL STUDIES CONNECTION)**  **5th Grade**  2.2.8. Understand place value and patterns in place value when multiplying and dividing decimals by powers of 10.  5th Grade  2.2.18. Estimate solutions to problems and justify the reasonableness of estimates in writing.  5th Grade |
| **CCSS but not GLE’s** |